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ABSTRACT

Model programs are briefly described which use outdoor education to carry out individualized education programs for handicapped students. Sample objectives for individuals and their corresponding activities are listed for such areas as outdoor cookery, wilderness camping, and participation in local outdoor recreational facilities or areas. Descriptions are given of initiative and adventure tasks, and examples of realizing specific educational objectives through outdoor programing are cited. A mainstreaming approach to adventure education is reviewed in which students are involved in "new games," i.e., situations stressing cooperation rather than competition. (CL)

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OUTDOOR AND ADVENTURE PROGRAMS: COMPLEMENTING INDIVIDUAL EDUCATION PROGRAMS AND TREATMENT PLAN OBJECTIVES

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At the time this Practical Pointer was prepared, Jeff Witman was coordinator and Mark Havens a graduate research assistant of Project TORCH--Training In Outdoor Education, Recreation, and Camping for Personnel Working With Severely Handicapped Children. TORCH is an Office of Special Education (formerly Bureau of Education for the Handicapped) supported project at Camp Allen, Bedford, New Hampshire, and Indiana University's Outdoor Center, Bradford Woods, Martinsville, Indiana. Chris Roland, project trainee and currently a doctoral student at Boston University, served as Head Teacher for the Derry, New Hampshire TRAILS--Teaching Retarded Adolescents Independent Living Skills--program. Laurie Backus was Director of Camp Blue Sky, St. Louis (Missouri) Association for Retarded Citizens.

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Acknowledgements

Camping is one of the oldest organized recreational activities in which individuals with handicapping conditions participate actively. Many agencies and organizations continue to use outdoor experiences as adjuncts to rehabilitation and educational programs involving individuals with handicapping conditions. Adventure programs continue to be adapted so that individuals with handicapping conditions can participate fully in such activities. New Games approaches recognize individual differences and stimulate participants with various abilities and disabilities to take part together. Individual education programs and treatment plans require that goals, objectives, activities, and methods be selected in terms of each individual's needs, interests, abilities, and disabilities.

Cooperation and teamwork are basic ingredients necessary for success and in any of these activity approaches. Such teamwork and cooperation were necessary by the team that developed this Practical Pointer. Thanks and appreciation are extended to Jeff Witman, Chris Roland, Laurie Backus, Mark Havens, and Gary Robb who combined knowledge, experience, talents, and skills to make this publication a reality. Regardless of program setting, type and age of populations served, purpose of program, or focus of activities, ideas and suggestions offered in this publication are practical, functional, realistic, workable, and can be easily adapted and applied. To the authors, thanks, sincere gratitude, and well done. To each reader, good camping and happy adventuring as you help those with whom you work to reach maximum levels of personal independence through outdoor experiences.

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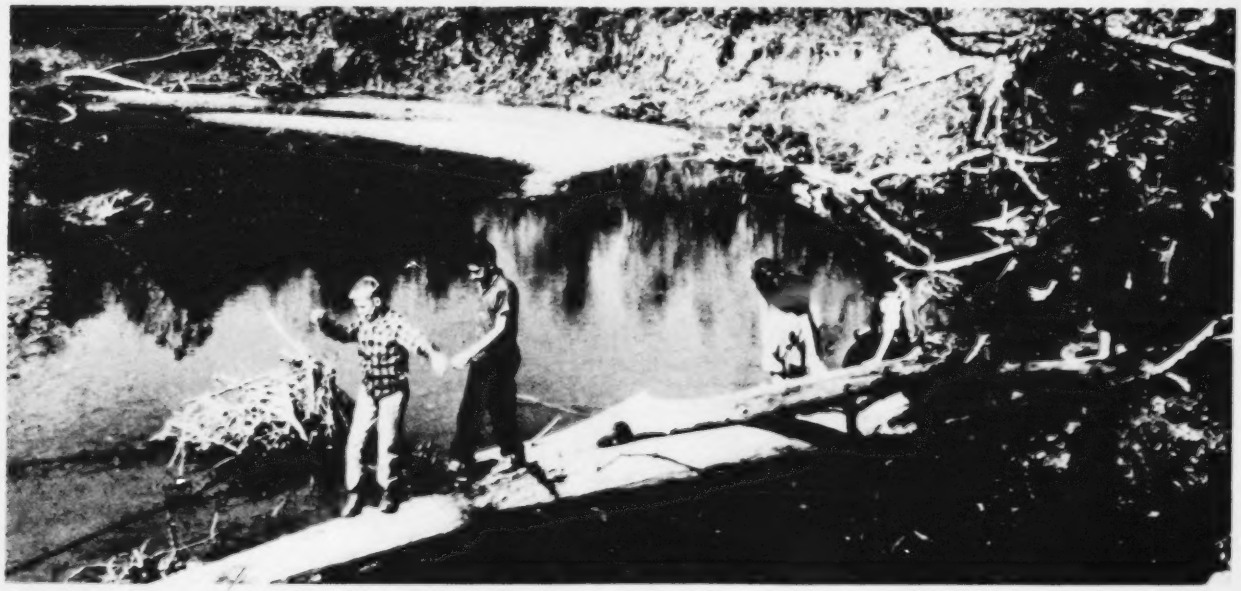
Introduction

Outdoor education, recreation, and camping activities are generally highly reinforcing and enjoyable for participants. In an age of accountability, however, such activities must be more if parents, administrators, and other staff members are to sanction and support them. Such activities must be viewed as complimentary, sometimes necessary, to full realization of treatment or education plan objectives. Planning, conducting, and documenting outdoor programing must reflect educational and/or rehabilitation potentials of the outdoor medium as well as its potential for enjoyable leisure experiences.

Descriptions of model programs which follow provide examples of this and reflect the variety of outdoor activities and applications employed by teachers and other personnel involved in programs and projects such as the Bureau of Education for the Handicapped (now Office of Special Education) supported training Project TORCH--Training in Outdoor Education, Recreation, and Camping for Personnel Working with Severely Handicapped Children. Activities, applications, and resources provide readers with some sense of the myriad ways the outdoor medium can positively impact upon both participants and leaders in making educational and rehabilitation processes more enjoyable and more fun.



Outdoor challenges lead to successes, increased self-confidence, and more positive self-images.

Basic Definition of Terms

Acclimitization--technique to aquaint individuals with the natural environment.

Adopt-A-Tree--awareness technique using senses while blindfolded to get to know your tree; later try to find this tree after being lead away from it.

Dutch Oven Cooking--done with a Dutch Oven pan; cook various foods--i.e., peach cobbler, soups, stews--over coals, usually at a campfire.

Fuel--large logs.

Kindling--wood no greater than one inch in diameter.

Magic Circle--group sits in circle, passes an object, and shares feelings when the object is passed.

New Games--games stressing participation and cooperation, not competition.

Natural Balance Beam--log or other natural object used for developing static and/or dynamic balance.

S'Mores--made by roasting a marshmallow after putting it between graham crackers and chocolate bars.

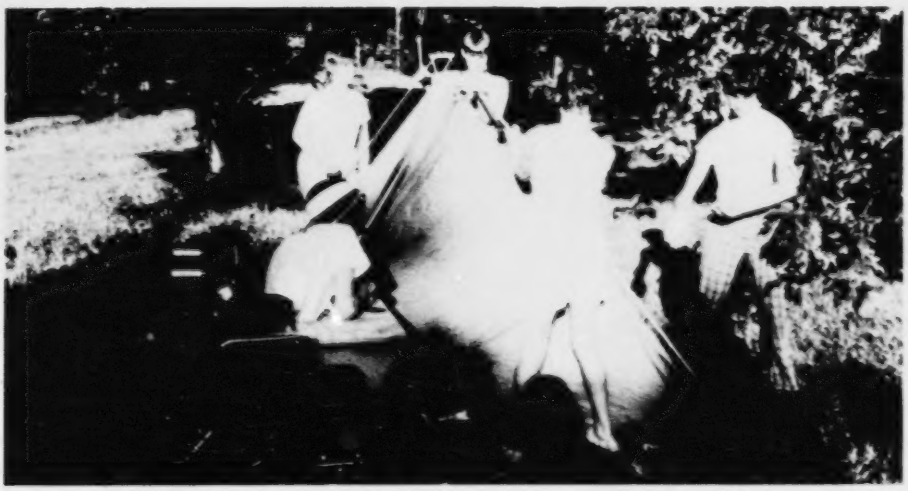
Stump Stand--get as many individuals as possible onto an elevated stump or board--all at the same time!

Tinder--small twigs.

Trust Walk--blindfolded person trusts partner to lead him/her over various terrains.

The Wall--get an entire group over a ten, twelve, or fourteen foot wall.

Water Pour Relay--people in a line pass water to fill a large drum--with holes!!!



All take part - a wheelchair does not interfere with outdoor challenges and fun.

Xavier School District Adventure Program

Program Purpose Provide a variety of adventure activities to enable acquisition and application of skills, knowledges, and attitudes to complement individual education programs of students in Xavier School District special education programs.

Program Goals

- Improve motor skills.
- Improve activities of daily living skills--i.e., brushing teeth, washing.
- Improve communication skills.
- Improve social and interaction skills.
- Improve reasoning and functional academic skills.
- Improve parent effectiveness.
- Increase interaction with nondisabled peers.
- Increase avocational interests and skills.

Program Components

1:1 Participates weekly in an adventure course and other activities at the school's outdoor center.

Individual Objectives	Activities
1a. Rolls independently.	1a. Reduces gradually prompts on rolling portions of the course.
1b. Improves balance.	1b. Catches an object while walking forward (backward, sideward) on a natural balance beam.
1c. Improves strength.	1c. Performs horizontal and vertical climbing tasks on the course.
1d. Increases endurance.	1d. Jogs at the outdoor center.

2:2 Participates for eight weeks in the spring in outdoor cookery and campcraft in the nearby state park's picnic area.

Individual Objectives	Activities
2a. Plans a menu.	2a. Plans own dutch-oven treat.
2b. Follows a simple recipe.	2b. Follows recipe for S'mores at campfire.
2c. Pours from pitcher to cup.	2c. Practices during meals plus Water Pour Relay to douse fire.
2d. Returns all equipment and items used to their storage places.	2d. Returns utensils and cooking equipment to campout box.

3:1 Participates for eight weeks in the fall in Adopt-A-Tree and Acclimitization activities in the city park.

Individual Objectives	Activities
3a. Discriminates sounds.	3a. Identifies sounds at park and constructs a sounds map of the area.
3b. Identifies an object verbally.	3b. Describes adopted tree to others.
3c. Precedes sounds with adjectives.	3c. Participates in sensory description exercise--e.g., big, green, slimey, rock.
3d. Carries out two simple related commands.	3d. Touches and tastes natural objects on command.

4:1 Participates in weekly group initiative tasks in the school gymnasium, on the playground, and in wooded areas.

Individual Objectives	Activities
4a. Helps others.	4a. Leads other student in Blind Trust Walk.
4b. Participates with others.	4b. Participates in Stump Stand.
4c. Leads group in activity.	4c. Participates in animal walk follow the leader.
4d. Contributes to and accepts group decisions.	4d. Participates in group process to decide how to move the entire group over the Wall.

5:1 Participates four days yearly in hiking and orienteering activities at resident camp.

Individual Objectives	Activities
5a. Demonstrates understanding of over and under.	5a. Goes over and under obstacles on a hike in response to verbal commands.
5b. Recognizes an object which does not belong in a particular environment.	5b. Picks out objects that don't belong on the hiking course during a litter hike.
5c. Improves short term memory.	5c. Remembers simple instruction on an orienteering course.
5d. Sorts by shape, size, and length.	5d. Collects firewood and sorts by tinder, kindling, and fuel.

6:1 Develops during the resident camp experience prescriptions for use by parents relevant to activity of daily living skills.

Individual Objectives	Activities
6a. Toilets self.	6a-d. Practices intensely while various instructional techniques are experimented with and monitored.
6b. Uses appropriate eating utsensils.	
6c. Dresses appropriate to weather conditions.	
6d. Organizes and keeps track of personal belongings.	

7:1 Participates in a weekend buddy wilderness camping program in a national forest campground.

Individual Objectives	Activities
7a. Talks about disability.	7a. Takes part in 2-4-6-8 introductory sharing activity.
7b. Identifies nondisabled as well as disabled peers as friends.	7b. Answers questions on camp evaluation sheet about buddy weekend.
7c. Recognizes that all people have strengths and weaknesses.	7c. Is active in magic circle campfire discussions.
7d. Works cooperatively with nondisabled peers.	7d. Participates with paired buddy in tent set-up.

8:1 Participates in outdoor recreational activities at local facilities or areas.

Individual Objectives	Activities
8a. Demonstrates skills in individual sports.	8a. Participates in sports such as archery, ice skating, and cross-country skiing.
8b. Demonstreates skills in group games.	8b. Participates in New Games activities.
8c. Be a spectator at an outdoor sports event.	8c. Watches an activity such as a dog-sled race.
8d. Develops a hobby interest.	8d. Takes part in a nature photography class or develops a leaf collection.

Key Assessment Criteria

- Generalization. Are skills/attitudes/behaviors demonstrated in outdoor experiences carried over to other settings--e.g., school, home?

- Reinforcement values. Do selected experiences appear to be inherently reinforcing to participants? Are recreation and education being meshed?

- Novelty/adventure. Are outdoor programs providing new experiences which foster excitement and greater independence through risk taking.

- Affective impact. What are concommitant emotional outcomes of outdoor experiences--e.g., effects on self-concept, student-teacher rapport, teacher-teacher rapport, enthusiasm, motivation?

- Process considerations. Are planned activities being conducted appropriately and consistantly?

"What's this?"

Activities and Experiences[1]

Initiative Tasks

Examples of group problems initiative tasks are--

- All Aboard. Have every group member reach the top of or get up onto a boulder, all at the same time!

- Jungle Co-op Meal. Hide components of a meal or snack in various areas; divide the group to search for specific objects--i.e., breakfast items such as cereal, eggs, silverware and utensils, milk and juice. Emphasize the importance of each group accomplishing its task if the meal or snack is to be successful.

- Reach for the Sky. Give each group a piece of chalk or tape. Members of each group stand on each others shoulders and make marks as high as possible on a wall or smooth tree trunk; tapes can be numbered if groups are to be competitive.

- Round the Clock. Have members of the group form a large circle, firmly join hands, and then rotate 360 degress until back to starting positions. The goal is to see how quickly the group can complete the problem. Each attempt is timed; time is stopped if anyone breaks grip. Group cooperation is obviously essential. A good time for a thirty to thirty-five member group is any time below thirty seconds. Place markers at three, six, nine, and twelve o'clock to provide reference points for starting and finishing.

- Space Walk. Have the entire group during a hike remain in contact with a lifeline--a length of rope.

Planning and evaluating tasks are important so leaders can determine, for example, how leadership emerges, extent of synergy--group effort surpassing individual potentials, and extent to which goals such as better group decision-making, improved leadership skills, increased confidence, heightened support of others, and more appropriate demonstration of emotions have been achieved.

Adventure Activities[2,3]

Emotional highs and successes through cooperation can be attained on adventure ropes course. The following ropes initiative course is used with campers in the St. Louis (Missouri) Association for Retarded Citizens residential camp program. Moderately to severely mentally retarded campers of all ages participate in the course following warm-up activities and group games.

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[1]Some of these initiatives have been taken and/or adapted from Project Adventure, P. O. Box 157, Hamilton, Massachusetts. (See Karl Rohnke, Cowtails and Cobras.)

[2]Ibid.

[3]For additional construction or use information contact Laurie Backus at St. Louis Association for Retarded Citizens. For safety and liability information contact Project Adventure (P. O. Box 157, Hamilton, Massachusetts) for its publication What About The Insurance Implications Of Adventure Programming.

Representative of group cooperative adventure activities are--

. SPOOL One large wooden cable spool is suspended on an iron pole five and one-half feet above the ground.

Object Get entire group to the other side of the spool.

Benefits Group solidarity; problem solving; spotting skills.

. ELECTRIC FENCE Small rope is strung four feet high between two trees.

Object Get entire group over the fence without touching it.

Benefits Teamwork; problem solving; balance; group solidarity.

. TIRE Position tire between two trees three feet high.

Object Get entire group through the center of the tire without touching its sides.

Benefits Teamwork; problem solving; group solidarity.

. SLACK WIRE

Object Use ropes with tension and walk across the cable.

Benefits Law of tension; spotting; independence.

. POSTMAN'S WALK

Object Walk up inclined beam with or without the rope, hook into self-belay, side step to the other side, then climb down the rope ladder after unhooking from the belay.

Benefits Balance; fine motor coordination; courage; trusting rope belay; spotting; climbing down the rope ladder.

. TIRE SWING

Object Climb onto tree, reach for tire, swing from one tire to other, and then swing down.

Benefits Courage; strength; eye-hand coordination; spotting; and timing.

. WALL

Object Get entire group from one side of the wall to the other.

Benefits Courage; strength; eye-hand coordination; spotting; timing.

. STATIONARY LOW BEAM

Object Walk across beam without losing balance.

Benefits Balance; courage; independence.

- SPIDER'S WEB String one cargo net like a web among seven trees.

  Object Walk across or crawl across the spider's web.

  Benefits Eye-hand coordination; balance; courage; independence.

- BURMA BRIDGE

  Object Walk across and jump off bridge into hay pile.

  Benefits Balance; strength; courage; independence; trusting the spotting rope.

- FIDGET LADDER

  Object Crawl, creep or walk across the bars to the other side of the ladder.

  Benefits Arm and shoulder strength; balance; courage.

- KITTEN CRAWL

  Object Pull across two ropes.

  Benefits Arm and shoulder strength; balance; reflexes; agility; courage; and spotting.

- COMMANDO CRAWL

  Object Crawl up rope ladder, swing onto another rope, slide down to bottom.

  Benefits Coordination; courage; strength; balance.

Acclimatization, Sensory Awareness and Orienteering Activities

Expanded use of the senses in discovering the out-of-doors does not emphasize learning names of things but rather upon experiencing them. Activities in which such objectives can be attained include--

- SWAMP WALK Plot a navel-deep walk in a wetland emphasizing the unique smell and feel of the place. Wear old sneakers and life jackets to add safety to this exercise in sensory stimulation.

- ADAPTED ORIENTEERING

  --Distinguish trail from forest.
  --Follow trail of rope.
  --Follow trail of familiar items--e.g., balls--or trail markers--painted rocks.
  --Follow color coded trail markers--red, straight ahead; white, right; blue, left.
  --Navigate using sun or stars.
  --Use map and compass.

SENSORY SCAVENGER HUNT Find, for example, something which smells like teaberry gum; something smooth; something which goes crack when it is broken; something red.

The out-of-doors offers something to everyone.

Applications as Treatment Plan and IEP Medium

A key to institutionalizing outdoor programing in a particular setting can be formal inclusion as a medium through which specific educational and/or treatment objectives can be realized. The following specific examples from Project TORCH curriculum instructional guides suggest ways of accomplishing this.

Motor Skills

Sample Objective Matches through tactile clues.

Activity Which is Which.

Format

- Places various natural objects in a box for matching through tactile clues--big or small; wet or dry; straight or curved; hard or soft; smooth or rough; flat or thick; wide or skinny. Matching can be accomplished with two similar objects in the box or the model outside the box and the match inside the box.
- Follows--up with a walk through the woods to identify clues in natural surroundings.

Other Examples

- Fine motor skills through nature crafts.
- Gross motor skills through natural obstacle courses.
- Tracking skills through observation activities.
- Fitness development through ropes courses and outdoor recreation activities--e.g., jogging, cross-country skiing, backpacking.
- Sensory awareness through exposure to novel sights, sounds, feels.

Learning Skills

Sample Objective Sorts by color.

Activity Camouflage.

Format Scatter various color toothpicks around a natural area. Give Students five to ten minutes to find as many toothpicks as possible; sort findings by color. If appropriate, discuss reasons more of one color than another were found and develop the idea of adaptation--special features of an organism that allow it to survive.

Other Examples

- Memory skills through recall processing of activities.
- Concept development through Indian Lore activities--e.g., the Indians knew that only some things float--let's test some of the things here by the stream.
- Reasoning skills through classification activities--e.g., sort collected twigs by size.

Communication Skills

Sample Objective Identifies objects when given their names.

Activity Object Run.

Format Have students form a line facing you. Give each student a natural object--e.g., rock, leaf--with two or three students having the same object. Call out a specific item; students holding called item race to caller. Exchange items after a few rounds.

Other Examples

- Carries out commands by following recipe instructions during outdoor cookery.
- Creative expression through haika or cinquains.
- Vocabulary development with unique camp words--e.g., kp, tent, teepee.

Social Skills

Sample Objective Shares objects.

Activity Sharing Hikes.

Format On a hike leader picks up interesting object--e.g., wintergreen--and asks group to pass it back after smelling/touching/inspecting it. Leader reinforces passing behaviors.

Other Examples

- Cooperation through group participation--e.g., initiative problems, chores, cooking.
- Assuming responsibility for self and others through group leadership.
- Turn-taking in group activities.
- Refriending non-handicapped peers in buddy-camping program.

Independent Living Skills

Sample Objective Dress appropriately for weather conditions.

Activity Dresses for the Weather.

Format At the beginning of each day of campout or resident camp experience, students are asked to choose clothes appropriate to weather conditions.

Other Examples

- Practices ADL (activities of daily living) skills.
- Domestic maintenance skills through chores and cleanup.
- Community living skills through preparation of simple meals.

A quick and easy meal.

Alternative Method of Program Development[1]

I. Program Goal Raises level of awareness.

A. Sample Performance Measures	Outdoor Alternatives
1. Approach/Avoidance	a. Smiles or turns toward novel sounds.
	b. Maintains contact with various textures--e.g., sand, grass, wet clay, water.
2. Avoidance/approach	a. Avoids friction on skin from rubbing with various natural textures.
	b. Avoids temperature extremes--e.g., cold stream, campfire.
3. Discriminatory Reactions	a. Discriminates differences of outdoor surfaces--e.g., smooth, rough, hard, soft.
	b. Discriminates extreme odors and tastes--e.g., swamp smells, animal smells, plant tastes.
B. Common Awareness Exercises	**Outdoor Approaches**
1. Tactility	a. Crawls over/through various natural textures--e.g., sand, grass.
	b. Rolls over/through various natural textures.
	c. Pets/handles camp animals.
	d. Uses a stimulation box of natural materials.
2. Kineasthesia	a. Rolls down various terrains.
	b. Uses rope/tire swings.
	c. Tracks balloons in pond while boating.
3. Vision	a. Takes night walk using flashlight.
	b. Uses nature mobiles.
	c. Tracks balloons in pond while boating.
	d. Changes angles of vision in the woods--e.g., view from lying down, one eye closed.

[1]The following program--awareness component--depicts outdoor applications and alternatives for Ruth Webb's program "Sensory Motor Training of the Profoundly Retarded" (American Journal of Mental Deficiency, 1969, 74, pp. 283-295). Such alternatives have been successfully employed in many skill areas offering both students and staff novel approaches and techniques to instructional programs.

4. Taste	a. Tastes natural objects. b. Is exposed to extreme tastes during outdoor cookery--e.g., lemon, salt, sugar.
5. Olfaction	a. Smells various objects while on swamp walks. b. Crushing/smelling natural objects.
6. Temperature	a. Plays in snow. b. Participates in activities around the campfire.
7. Audition	a. Is exposed to a variety of natural sounds and tapes/records them.
8. Sensory Integration	a. Participates in songs/initiative play.

II. Program Goal Improves manipulation of environment

A. Sample Performance Measures	Outdoor Alternatives
1. Reaching	a. Reaches for natural objects--e.g., nature mobile.
2. Grasping	a. Grasps natural objects.
3. Others - holding, throwing, communicating needs, and relating with others.	

B. Common Manipulation Exercises	Outdoor Approaches
1. Reaching	a. Reaches for natural objects. b. Reaches for food at meal time.
2. Grasping	a. Participates in grass blade tug-o-war. b. Grasps oars while rowing. c. Grasps crayons for leaf rubbing.
3. Holding	a. Holds collection bag on scavenger hunt. b. Holds utensils for ADL (activities of daily living) skills--e.g., tooth-brush, spoon.
4. Developing Relationships	a. Interacts during cooperative initiative tasks. b. Interacts with bunkmates.

III. Program Goal Improves movement

Common Movement Exercises	Outdoor Approaches
1. Rolling	a. Rolls over spool on obstacle course. b. Log rolls through/on natural surfaces.
2. Bouncing	a. Participates in trampoline activities. b. Takes part in outdoor games, animal walks.

IV. Program Goal Develops posture and locomotion

Common Posture/Locomotion Activities	Outdoor Approaches
1. Crawling	a. Crawls through nature obstacle course.
2. Climbing	a. Climbs hills/rocks.
3. Walking	a. Gives animal walk impressions.

A Mainstreaming Technique

Since September 1978, programs in New Hampshire and Maine have been designed and implemented using adventure education as a mainstreaming technique. To date, both programs have shown positive and promising results.

In Derry, New Hampshire, staff of Project TRAILS--Teaching Retarded Adolescents Independent Living Skills, based at Grinnell Elementary School, recognized the importance of challenging movement programs--programs that got away from traditional ball bouncing curricula. Thus the staff attended training sessions in adventure education during 1977 and created a program that was designed to--

- Meet physical needs of each student.
- Provide new and challenging activities.
- Allow students opportunities for decision-making.
- Provide teachers and students opportunities to develop or enhance interpersonal relationships.

The TRAILS adventure program staff designed a series of sequential activities to meet the stated goals. Included in this series were New Games, where each student took part in...

...the entire game instead of being excluded after a few minutes;
...trust exercises; and
...initiative problems where small or large groups work together and help one another solve particular problems.

The last component was the school's indoor ropes course where students were given opportunities to try extremely challenging activities. One such activity was climbing a ladder to a twenty-foot tow-line bridge where the student walked across on one wire while holding the other wire. All of these activities were conducted in both self-contained and mainstreamed fifth and sixth grade settings.

While evaluating the program it was readily apparent that stated goals were definitely being met. However, a most important result which the staff did not expect was that attitudes of fifth and sixth graders began to show positive changes throughout the different activities. For example--

- During New Games all students played cooperatively with one student remarking, "They're like us--they're fun to play with!"
- During an initiative problem, children again worked cooperatively, some retarded students were guided by their peers--helping and guiding are crucial to differentiate.
- During ropes course sessions, many fifth and sixth graders were quite impressed with retarded students abilities to try new and often scary things. One girl quietly said, "Tina went right up there (to the tow line bridge) and wasn't scared--but I sure was!"

Adventure education as a mainstream technique ap ars to have validity and a tremendous future. Attitudinal scales for this type of program have to be developed along with implementation of additional adventure programs having more specific evaluation designs. One such program was conducted in West Poland, Maine.

Agassiz Village, 145 miles from Boston, Massachusetts, is a 650 acre winterized camp. The summer program begins in late June and is divided into four two-week sessions that average 300 children each; six percent of these children possess handicapping conditions. The program design for the adventure session included two groups each composed of five physically disabled and five able-bodied children; each group met once per day for two to three hours during a two week period. During this time, each group participated in similar activities and in a similar sequence as in Derry. The Maine ropes course is more extensive, including a 200 foot zip line on which campers ride down by means of a pully. The zip line, actually a three-eights inch wire rope, begins at a platform twenty-feet high, slants downwards, and is attached to another tree.

To test for attitudinal changes, pre and post interviews were conducted with each camper. The question that able-bodied children responded with most changes was, "What can disabled children do that you can do?"

- One ten year old girl first responded, "Don't know--no idea--don't care..." After the two week program she responded, "Many things--I'm surprised!"

- One boy first said, "A few things, like camping," and after the program said, "Wow--lots--when Andrea went down the zip line, it was amazing!"

- There was the girl who at first confusingly said, "Don't really know--parts of their bodies can't move," only to say two weeks later, "They can do as much as anyone else!"

What seemed to be a short period of time in the Maine woods turned out to be a most interesting and rewarding period of time for both disabled and able-bodied children. The Derry and Agassiz Village programs cannot be fairly compared. Yet it can be concluded that both programs appeared to have positive effects on nonhandicapped children. In this day of emphasis upon mainstreaming, we must seriously look at these successes and continue to replicate and document them.

Selected Resources

References

*Brannon, Steve A. Project Explore. Portland, Oregon: Portland State University.

Over 400 instructional task cards in the areas of (1) Nature Study and Development, (2) Camping and Self-Maintenance, (3) Safety and Survival, (4) Arts and Crafts, and (5) Sports, Games, and Physical Development; a resource manual accompanies task cards.

Bott, Kristine A. Guidelines for Establishing an Outdoor Education Program in Special Education. Mt. Clemens, Michigan: Macomb Intermediate School District, 1975.

Resource manual for personnel interested in outdoor education for participants with handicapping conditions. Includes information for developing outdoor programs as well as outdoor activities and their implementation--e.g., Adopt-A-Tree, leaf games, plant observation, aquatic study.

*Fluegelman, Andrew. The New Games Book. New Games Foundation, San Francisco, California: Doubleday, 1977.

New Games is an approach to play combining elements of traditional games with new ideas about human interactions. The concept can be combined with any game and is adaptable to a wide variety of settings. Games are explained in specific, easy to follow instructions.

*Hammerman, Donald R. and William M. Outdoor Education, A Book of Readings. Minneapolis, Minneasota: Burgess Publishing Company.

Selections of writings concerned with outdoor education.

Nickelsborg, Janet. Nature Activities for Early Childhood. Menlo Park, California: Addison Wesley Publishing Co., Inc., 1976.

Variety of nature activities and experiences which emphasize maximum use of discovery by the participant.

*Project Reach. Camp Staff Manual. American Camping Association, Bradford Woods, Martinsville, Indiana.

Designed to train individuals in camping and camp counseling, including camp rules, regulations, procedures, and scheduling.

*Rohnke, Karl. Cowstails and Cobras. Project Adventure, 775 Bay Road, Hamilton, Massachusetts.

Guide to ropes courses, initiative games, and other adventure activities.

*Shea, Thomas H. Camping for Special Children. St. Louis, Missouri: C. V. Mosely Company, 1977.

Presents a diagnostic/prescriptive model for camp program development with examples for day, residential and wilderness programing; includes potential outdoor remediations for a variety of learning problems.

*Swan, Malcolm D. Tips and Tricks in Outdoor Education. Danville, Illinios: The Interstate Printers and Publishers, Incorporated.

Prepared by Department of Outdoor Teacher Education, Northern Illinois University, this book provides a variety of guides, plans, and suggestions for persons implementing outdoor education.

*Van Matre, Steve. Acclimatization, Acclimitazing. Sunship Earth. Bradford Woods, Matinsville, Indiania: American Camping Association.

Designed to help participants expand their understandings of the environment and their relationships and involvements with nature.

Agencies

American Camping Association, Bradford Woods, Martinsville, Indiana, 46151.

American Camping Association strives to assure highest quality of organized camping. The organization offers group accreditation programs, leadership skills courses, book publishing and distribution services, along with various other informative programs.

Association for Experiential Education, P.O. Box 4625, Denver, Colorado, 80204.

Association for Experiential Education (AEE) is a non-profit organization designed to enhance effectiveness of experiential education curricula and personnel involved in their use. AEE also strives to clarify and define effectiveness of experiential education and is exploring and expanding its application as educational components in education.

Camp Confidence, Brainerd, Minnesota, 56401

Camp Confidence is year round program of camping and outdoor education with the mentally handicapped persons of all types, ages, and severities. Small unit camping is practiced with social adjustment and development a prime objective of the program.

Outward Bound, 165 West Putnam Avenue, Greenwich, Connecticut, 06830.

Outward Bound offers adventure challenge experiences from rock climbing to whitewater rafting in various parts of the United States. Outward Bound has now opened up challenging opportunities to persons with handicapping conditions in some of its adventure locations; experiences focus on self-awareness and growth.

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*Available from American Camping Association, Bradford Woods, 5040 State Road, 67 North, Martinsville, Indiana.

Project Adventure, P. O. Box 157, Hamilton, Massachusetts, 01936.

Project Adventure is a New England based organization which focuses on research and development of adventure education for school age students. A great deal of information is available to the public with topics ranging from ropes courses construction to experiential curricular units.

Project TORCH, Camp Allen, Bedford, New Hampshire, 03102, and Bradford Woods, Martinsville, Indiana, 46151.

Project TORCH--Training In Outdoor Education, Recreation, and Camping for Personnel Working with Severely Handicapped Children--is a federally funded project designed to develop, implement, and evaluate a model inservice training program in outdoor education for participants with handicapping conditions.

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